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AUTHOR ElLaissi, M. I.; ElLaissi, Bobbie
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ABSTRACT

The statement that a teacher education program should develop a teacher's capacity for affective responses at the same time that it encourages the development of knowledge and skill in teaching is the affirmative hypothesis of this paper. A checklist was devised for the purpose of assessing the progressive and personalistic orientations of teacher education institutions. This list is intended to be useful in observing the degree to which teacher education institutions and students are operating in progressive and personalistic ways; in allowing faculty and teachers to examine their own practices and to set goals for improvement; and to help state departments of education, legislators, and the general public better understand and support progressive and personalistic endeavors of teacher education. The checklist items are organized into the following four areas: (1) what can be taught, by whom, and how; (2) prospective teacher activities; (3) materials and facilities; and (4) interactions between instructor, cooperating teacher and prospective teacher, and interactions between prospective teachers. (JD)

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THE IMPLICATIONS OF THE PROGRESSIVE AND PERSONALISTIC AIMS
OF EDUCATION FOR THE PROFESSIONAL EDUCATION OF TEACHERS

The dominant conception of education is essentialistic. It aims to enculturate the student into the values and patterns of our American way of life. More immediately, essential education trains the student in his occupational skills and prepares him to be a working, productive member of our society.

Against this dominant conception of education, we can identify a technological conception that sees education as behavioral modification achieved through reinforced conditioning applied through technological devices. The movement for competency-based teacher education has largely emphasized systematic preparation for particular skill roles. But there is simply no way (nor should there be) that competencies and behaviors in teacher preparation can be made as measurable, predictable, and precise as they are in the preparation of bookkeepers, or "quality-control" office managers. The kinds of general abilities and powers the writers envision to be essential for an able educator must, by their very nature, go far beyond the efficient managerialism of program specification usually practiced in business and industry. The more one sees the teacher, the learner, and thus the teaching situation as unique, the less one can subscribe to the competency orientation. As Professor Edmund J. King has pointed out in Other Schools & Ours: Comparative Studies for Today, "Modern abundance is, of course, based

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upon the mass production of standardized wares. Commodities and opportunities are produced that way--even schools and books; but men's minds and freedoms are of different stuff."

Currently, two reform movements in education vie for attention: the progressive and the personalistic. Progressive education sees the schools as the epitome of society through which the learner can critically examine society's tenets, processes, and values, and thereby socially reconstruct it into a reformed, social order of the future. The focus of the personalistic movement is on education occurring only in genuine community and through authentic dialogue. It gives major emphasis to the freedom, value, worth, dignity, and integrity of persons.

The National Council of Teachers of English Standing Committee on Teacher Preparation and Certification raised the following questions for discussion in the planning of programs for preparing teachers: Should a teacher education program develop a teacher's capacity for affective responses at the same time that it encourages the development of knowledge and skill in teaching? How can these capacities be developed simultaneously? How can a program assure the personal growth of a teacher at the same time that it provides for the development of knowledge and professional skill?

The writers' answer to the first question is an emphatic "Yes." Accordingly, the purpose of this study is to develop a checklist for assessing the progressive and personalistic orientations of teacher education institutions. The checklist is intended to be useful in:

- (1) observing the degree to which teacher education institutions and

students are operating in progressive and personalistic ways; (2) allowing education faculty and teachers to examine their own practices, then to set and pursue goals for improving them; and (3) helping state departments of education, legislators, and the general public better understand and support progressive and personalistic endeavors of teacher education.

The writers' work began with consulting the literature for the meanings of progressive and personalistic aims of teacher education. From the readings they derived a set of goals for the professional education of teachers. They then asked members of the faculty of the Department of Curriculum and Instruction , The University of Texas at Austin to react to the goals, to edit them, and to suggest additions. Through this exploring process, they developed the following goals which serve as a basis for the checklist of practices presented on pages 5-12 . Although not a complete instrument, the checklist provides a starting point which educators may use as a model for locally produced instruments.

Goals

In an era of rapid, far-reaching change, dominated by an immensely productive technology and the "big is better" thinking, our teachers-in-training must go beyond the conception that professional education is vocational and that knowledge is the information or the behavioral skills which they have been programmed in. While man needs the support of material goods, he has a greater need for human community, self-identity, and a meaning of life. The professional education of teachers should help the teacher-in-training:

1. To explore and discover the meaning of his ideas and experiences as these affect his own beliefs about diverse learners and teachers.
2. To perceive himself in positive ways and to develop a deep sense of identification in the human condition.
3. To explore and discover his personal beliefs and values about the purposes of learning (the nation's, the local community's, the administration's, the parents', and the children's), methods, subject matter, and ideas about political science and economics.
4. To speak and write powerfully and genuinely in order to clarify, inspire, and persuade.
5. To talk with fellow students about whatever human rights and classroom events that are of concern to them; to look from their own various points of view at what they consider important; to identify and evaluate various courses of action, along with the consequences of these alternatives; to look at the desirability of each consequence; and then to negotiate and implement the most desirable courses of action.
6. To recognize what models of teaching exist (information-processing, behavior modification, social-interaction, personal), what they can accomplish, and how different students will react to them in light of their "fit" to learner preference for structure and varying degrees of task complexity.
7. To present ideas and information in a "learnable" fashion; to serve as a resource agent; to lead the student to identify and solve problems; and to ask sets of questions that help students to think,

to make inferences about values, to explore feelings, and to analyze value conflict.

8. To adjust continually and smoothly to the needs of his students, the situations he is in, the purposes he seeks to fulfill, the methods best suited to him, and the materials at his command.

Checklist of Practices

The general practices on the checklist below are implications of the progressive and personalistic goals for the professional education of teachers. That is not to say that the practices are in lieu of nor in opposition to other practices that are for the development of the prospective teachers' knowledge, skill competencies, and theoretical understandings. By accepting both the affective and cognitive roles, we erase the narrow process of training the intellect alone.

The checklist items are organized into the following four areas:

- I. What Can Be Taught, By Whom, and How
- II. Prospective Teacher Activities
- III. Materials and Facilities
- IV. Interactions

Instructor/Cooperating Teacher - Prospective Teacher

Prospective Teacher - Prospective Teacher

I. What Can Be Taught, By Whom, and How

- 1. A college philosophy, including values and attitude concerns, being used by faculty in planning activities.
- 2. Policies aimed directly at maintaining personal worth, dignity, and rights of prospective teachers.

3. Administrator truly using the staff and prospective teachers in making decisions which affect them.
4. Curriculum content reflecting social and cultural diversities.
5. Faculty of teacher education institution and teachers in cooperating schools who are genuine, warm, empathic, and socially aware.
6. Faculty and cooperating teachers seeking training in communications and human relations.
7. Faculty and cooperating teachers involving themselves in a searching reexamination of their own motivations, the impact of their behaviors on others, and the teaching processes they employ.
8. Faculty and cooperating teachers who view teaching as "freeing" rather than controlling.
9. Faculty and cooperating teachers who are skillful in establishing warm, nonthreatening relationships with prospective teachers.
10. Faculty and cooperating teachers who are facilitators in human relationships and individual and group growth processes.
11. Faculty and cooperating teachers who are skilled in the use of teaching models that facilitate dialogue on social problems and the organization of social action.
12. Faculty and cooperating teachers who are able to respect the right of prospective teachers to find their own best ways of teaching.
13. Faculty and cooperating teachers who are sympathetic, able to provide support and assistance when needed, and skilled in protecting prospective teachers from embarrassment.

14. Administrator spending some time working with prospective teachers.
15. Free access to counselors.
16. Community volunteers serving as special resources.
17. Faculty and cooperating teachers using objectives for humane teaching rather than against it.
18. Cogent programs of screening out candidates who are undesirable on personal ground.
19. Faculty and cooperating teachers knowing specific things each prospective teacher likes and dislikes, as well as personal tragedies and successes.
20. Evaluations as important in areas of personal-social development as in academic progress.
21. Records which note the strengths and interests more than the limitations of prospective teachers.
22. Evaluation of the prospective teacher's work emphasizing correct responses instead of errors.
23. Administrators and faculty seeking suggestions from alumni.

II. Prospective Teacher Activities

1. Prospective teachers involved in planning their own curriculum, analyzing their own needs, finding their own experiences, living with the consequences of their own decisions.
2. Field experiences for all prospective teachers in every phase of their training and at every level of participation, whether it be observation, working with single individuals, with small groups or with large classes.

3. Practice teaching conceived as a means of creating the need to know as well as an opportunity to try what has already been learned.
4. Prospective teachers finding personal answers to such questions as: What is really important? What do school and society want of me? Are there better, more important, purposes that I might turn my attention to?
5. Prospective teachers examining the personal meaning of the reading and experiences they are undertaking through role playing, values clarification games, and psychodrama.
6. Prospective teachers working independently on what concerns them.
7. Prospective teachers involved in discovery.
8. Classwork evolving from local, state, national, and human events.
9. Student teachers finding ways to answer: What strengths of self and culture do my students bring with them to school?
10. Student teachers working with learners outside of school, and seeing learners in their homes or other non-school settings.
11. Prospective teachers and faculty engaged in community service.
12. Prospective teachers taking time to sit, think, and mull things over.
13. All prospective teachers evaluating the teacher education program.
14. Prospective teachers involved in self-evaluation.

III. Materials and Facilities

1. A resource center where curriculum materials are available in abundance and where prospective teachers can explore and try out all kinds of equipment, supplies, and materials.
2. Resource centers available when prospective teachers need them.
3. A setting for artistic, dramatic, and musical activities of prospective teachers.
4. Education building entrance areas with friendly decor which display the work of the prospective teachers.

IV. Interactions

Instructor/Cooperating Teacher - Prospective Teacher

1. Faculty and cooperating teachers working, relaxing, learning along with the prospective teachers.
2. Faculty and cooperating teachers conveying through action that they trust the prospective teachers.
3. Prospective teachers making suggestions for activities, faculty or cooperating teachers accepting or extending the suggestions, and prospective teachers making further suggestions for activities.
4. Faculty and cooperating teachers able to detect and respond appropriately to signs of personal problems of prospective teachers.
5. At least once a day, instructor indicating to at least one prospective teacher in each class "I care who you are."
6. The prospective teacher's preconceived notions about teaching are accepted, discussed, tried and modified through the trainee's own experience.

7. The prospective teacher has time to become acquainted with the theory of teaching models; faculty and cooperating teachers demonstrate the models through videotape and live with children; the prospective teacher practices with small groups of children the skills necessary for carrying out each model; faculty and cooperating teachers provide feedback and help to determine the places within the curriculum where the variety of teaching models can be appropriately used.
8. Prospective teachers questioning accuracy, applicability, and appropriateness of information.
9. Prospective teachers asking questions, faculty or cooperating teachers answering the questions, and prospective teachers asking other questions or commenting on the responses.
10. Faculty and cooperating teachers asking open-ended questions with room for difference and the exploration of many answers.
11. Faculty and cooperating teachers encouraging creativity; providing wide choices; encouraging fantasy and fun, cooperative interaction, difference, problem-solving approaches, experimenting and trying.
12. Prospective teachers encouraged to "stick their necks out" in all kinds of experimentation.
13. Faculty and cooperating teachers having greater concern for the person involved than for task achievement.
14. Faculty and cooperating teachers concentrating on how student teachers feel, think, believe about themselves, their students, their purposes, and the subject matter they are charged with teaching.

15. Opportunities to discover beliefs about adults in interaction with faculty, cooperating teachers, prospective teachers, and the physical world.
16. Faculty and cooperating teachers treating prospective teachers with the same courtesy and respect accorded peers.
17. Faculty greeting prospective teachers whenever they meet.
18. Faculty and cooperating teachers making verbal or nonverbal responses to prospective teachers to indicate "I hear you."
19. "I'll help with that" actions by faculty and cooperating teachers.
20. Prospective teachers bring their evocative, challenging field experiences into the open with fellow trainees, faculty, and cooperating teachers.
21. The prospective teacher, the college supervisor, and the cooperating teacher discuss criteria for evaluation in teaching.
22. Many ways to open up personal/professional feedback: simulated experience, the prospective teacher hearing his own recorded classroom talk, seeing and hearing himself on film.
23. Faculty and cooperating teachers giving observations as feedback, not judgment.
24. Faculty and cooperating teachers emphasizing positive rather than negative consequences in guiding behavior.

Prospective Teacher - Prospective Teacher

25. Prospective teachers readily assisting and sharing with other prospective teachers.

26. Prospective teachers listening with sensitivity and insight to the unexpressed meanings which usually underlie verbal assertions, and responding to these meanings with empathy.
27. Free discussion of questions and issues not covered in the text.
28. Prospective teachers talking enthusiastically about what they are doing in college and cooperating schools.
29. Prospective teacher meetings held to work out solutions to whatever problems that are of concern to them.

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